THE SOUTH INDIAN TEACHER

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EDITORIAL

Disparities

It is highly disappointing that even after the revision of scales of salaries of Teachers with effect from 1-6-1960, disparities should exist in salaries, allowances, pension and other concessions.

There are secondary grade teachers who have to draw only higher grade scales of salaries and lose Rs. 25 per month in spite of their qualifications which should fetch them a minimum of Rs. 100 per month as total emoluments.

There are Pandits with first grade qualifications, who have to forego Rs. 50 per month for the reason that they have no work in the upper forms.

There are Headmasters who have to forego Rs. 75 a month for the reason that they work under Local Bodies.

There are clerks in schools, who have to put in five more years of service to reach the maximum for the reason that they serve in schools under Local Bodies.

There are thousands of teachers who have been denied House-Rent allowance for the last over fourteen years for the reason that they serve in Aided Institutions.

There are 51,484 teachers in this State who have been denied medical concessions for the reason that they serve in Aided Institutions.

There are 1,06,063 teachers in this State who have been denied the temporary increase in pension (on retirement) of Rs. 10 a month.

There are 6,267 B.T. grade teachers who have been denied quarter-pension on a par with other grades of teachers.

There are clerks in schools who have to prepare the pension papers of all teachers, but who cannot claim pension for themselves when they retire.

The teaching profession eagerly expected that these disparities would be removed at least from 1-6-1960, the date of revision of scales; but they have not been removed so far. It would cost the Government only a few lakhs of rupees, but would give the profession a lot of contentment. We hope the Government would kindly go into the matter and pass favourable orders.

Payment on the revised scales

Many teachers are yet to get payment on the revised scales, though the scales came into effect on 1-6-1960. We request the Government to call for fortnightly reports from Institutions as to the number of teachers that have not been paid the revised salaries with reasons therefor. Such a step will expedite payment, long overdue. We also request the Government to make it clear to the Managements that the total service of a teacher in recognized institutions irrespective of breaks should be taken into account for purposes of weightage, that where specific scales have not been given as in the

case of untrained graduate teachers in High Schools, the revised salary corresponding to the salary in the old scale could be given, that the minimum guaranteed benefit of five rupees per month should reach every teacher over and above what he was paid on 31-5-1960, and that the benefits of the revised scale are over and above the duty allowance or special allowance that was drawn on 31-5-1960.

51st State Educational Conference

The 51st State Educational Conference will be held at Tiruchirapalli in the second week of May 1961, under the auspices of the Tiruchirapalli District Teachers' Guild. A reception committee has been constituted with Sri M. V. Krishnamurthi Rao, B.A., B.L., Advocate, Royapalayam House, Srirangam, as Chairman. Sri M. V. Krishnamurthi Rao, B.A., B.L., is keenly interested in Education and his leadership is sure to make the conference a great success. Sri T. P. Srinivasavaradan, B.A., L.T., M.L.C, has agreed to preside over this conference. Elementary, Secondary and University education will be dealt with under separate professional and academic sections. Child education (pre-primary) and women's education will have separate sections.

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SUGGESTIONS FOR REFORM IN EXAMINATION SYSTEM

By SHAMSUDDIN, M.A., B.T., M.Ed.

Education and the problems associated with it are the main topics of deep thinking today. Both the Government and the people are busy devoting all their time towards making it flawless and beneficent to humanity. With this end in view, the Central Ministry of Education directed the State Governments to make necessary reforms in their system of examinations. If this is not done at the present stage, there is every likelihood that it may not only be useless but may even prove harmful to the future society.

The system of examination was very popular in the Western countries in the 19th century though towards the end of the same century great reaction also started against it. In the year 1888 an article was published there, in which hundreds of well-known people signed expressing their views against examination system.

They even said that it was nothing but the sacrifice of real education. The early years of the 20th century were marked with great schemes of reforms propounded by the educators. United States of America took a lead in this direction and made a number of reforms in their examination system of secondary as well as higher stages of education. They started a system of practical examinations for recruitment in different services. On the lines of America, England too started reforms in the schools. These were brought about by the Butler Act of 1944.

EDUCATIONAL REPORTS

Though the urgency of reforms was badly felt from the time of Lord Curzon only, nothing concrete was done till the advent of the 19th century. The Calcutta University Commission raised a strong voice in the direction and very recently Radhakrishnan Commission as well as Mudaliar Commission also stressed the same question and suggested many reforms. The need for educational reforms in India is greater, because it has remained under foreign rule for a longer time, and owing to their step-motherly treatment, its educational policy was adversely affected.

First, the whole system of education was defective. In the words of Lord Macaulay, in the year 1835, the aim of imparting education was to prepare armies of clerks and officials who could be helpful in offices of the British administration in India. How could a system of education, which had such narrow aim behind it prove to be useful ? Certainly it is the root cause of all the defects in our present system of education. Today, we have to remember the verdict of Radhakrishnan Commission of eight years ago. "If we have to make any reform in the higher education, it is in the examination system ". The Commission also warned that if we do not take early steps the whole edifice of our education would collapse.

EXAMINATION DEFECTS

Our present system of examination is full of defects and it is adversely affecting the society. The greatest defect is that our whole education is becoming examination centred. In schools there are weekly, quarterly, half yearly, yearly, and so many other type of examinations. Thus considerable portion of the academic session of schools and colleges is spent in examinations, a student is examined in one subject so many times till he does not

obtain his final certificate in that particular subject.

Besides this, another defect is that too much unnecessary importance is being attached to the external examination for acquiring jobs, admission in higher education and securing scholarships etc. The final decision as regards the ability of the student is made on the basis of these external examinations only. This also in a way indicates lack of confidence in those teachers who work hard with their pupils throughout the year. Also it leads to believe that the students are not honest. The external examiners are being employed who do not know the students nor the students know them.

The third defect is that too much importance is attached to the result of examinations. Deplorable part of the thing is that even the efficiency of the teachers is being determined on the results of these examinations. This practice was started from the time of Hunter Commission of 1882, which recommended that the teachers should be paid according to the results they produce. Even today the Inspectorate and the Managing bodies of the educational institutions demand examination results to determine the efficiency of the teachers.

The guardians and the society in general also lay too much importance on the examination results.

The fourth great defect of examination system is that it only tests the intellectual development of the pupils. It does not at all examine his all-round development which goes to make his real personality. Of course, in modern times such types of tests have been introduced which besides intellectual ability would judge the whole personality of children. They measure the attitudes and aptitudes, social development and physical and mental health, human adjustments and other aspects of the lives of children.

The fifth defect is that the present system of examination is most unreliable and inadequate. After great research and investigation by the renowned educationists like Starch, Elict and Hartog in U.S.A. and England and A. K. Dutta and D. N. Mukerjee in India, we have reached this conclusion. It is observed that there is a lot of difference in the evaluation done by two different examiners on the same question. Not only that but if the same examiner values answer to a particular question after an interval of some time, the difference is clearly marked.

METHOD OF EVALUATION

Besides all the points mentioned above, the method of evaluation is also defective. The students who are declared successful in first, second, or third division, are even declared unsuccessful on the basis of marks scored by them when there is no surety of the justice done to them. At times the irritated mental condition of the examiners may severely affect the future prospects of the students.

To put the whole thing in a nutshell we can say that our present system of examination is a great national waste. The estimated percentage of failures range from 38% to 60% upto Intermediate classes and 20% to 62% in Degree examinations. It is due to the fact that the students are not very earnest about their study for considerable time of the session and centre all their energy over it just a few days before the examination.

PUPILS DEMORALIZED

In the end the examination system also demoralises pupils resulting in the loss of national character and ideals. So far as the question of selection and appointment of examiners is concerned, it becomes a means of gaining power and position and popularity in Universities. There are even such opportunities and vested interests in this field, who do not like to have any reform in the present system of examination.

Today things have gone to such an extent that even books are written

with the sole aim of examination in view. This also leads to the loss of national income. Even the student mass of today prefers to have such books which can be crammed easily, instead of the standard books or original works written by the standard writers. The result is that the best work of arts and sciences are getting discouragement day by day in India.

ART OF TEACHING

Due to defective system of examination the art of teaching is also deteriorating both in matter and the method. The Calcutta University Commission made a reference to it and pointed out, " All instructions are imparted within the narrow limits of the syllabus, all other education does not come under the purview of the examination and which cannot be asked in question papers is badly neglected. Both the teachers and the taught pay more attention and centre all their energies to the probable questions expected in examinations, rather than, to the real teaching and studies. "

The main aim of the student is, anyhow to get through the examination. If any intelligent and enthusiastic teacher who has deeper knowledge of education, tries to tell something more beyond the limits of courses, the students at once ask, " Sir, can it be asked in the examination ? " In other words the students have no quest for learning anything more that what can be actually asked in the examination. Under the circumstances the teachers have to mould themselves according to the demands of the students and they become merely cram-book, losing all their intelligence and originality.

REFORMS NEEDED

Looking to the above short-comings it is very essential to make profitable reforms. The basic reform which is of paramount importance is to elevate the status of the teachers who are the fountain head of inspiration and knowledge in all reformatory schemes. First of all we have to create a sense of satisfaction among the teachers and raise their status in society. Generally it is said that the reforms in the system of examination greatly depend on the moral improvement of the teachers but it is also equally true to say that the moral improvement of the teachers depends on the type of reforms in the system of examination.

Thus a vicious circle has been created which is to be ended at all costs. Means should be provided so as to make them conscious of their inherent greatness which will naturally result in the efficient discharge of their responsibility and accordingly they will doubtless give fair and impartial judgment as regards the abilities of children.

RECORD FORMS

In modern times so many new types of reforms are being suggested to root out the evils of present examination system. Introduction of 'Record Forms' is one of them. The forms are meant to keep a record of an all round

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information of the pupils in school. These will not only indicate the intellectual attainment of the children but will also give correct estimate of the attitude and aptitudes, interests, special qualities and other marks of their personality.

There can be one more suggestion in connection with the reforms in examination. While giving admission to students in colleges, attention should be paid not only to the percentage of marks obtained in the annual examination, but his full records maintained in the form of cumulative records in schools should be taken into consideration so that the real judgment of their whole personality may be done. Also the Government should not attach too much importance to the Degrees and certificates but should keep special State Examinations as also suggested by the Radhakrishnan Commission.

In America teachers themselves conduct the examinations. They set the question papers and value the answer books. They are allowed to frame their own methods of teaching according to the needs and situations and determine the progress of the students. They test the students twice in a year, first in the middle of the year and second and final decision of the ability of the students is done on the combined credit of these two tests. As the general strength of the class is sufficiently big, tutorial method is not emphasised, even then at times the teachers do give tutorial work to the students and thus personal attention is paid.

In India we can achieve the desired result by combining all the three systems i.e. record of tutorial work, terminal work, terminal examinations and final examinations at the end.

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"A STUDY OF COIMBATORE DISTRICT"— A PROJECT OUTLINE

By

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Realising the need for the development of the spirit of enquiry and research among the students in our schools, the Ministry of Education, Government of India, has been awarding grants for the past three years through its Extension Directorate, aimed at the promotion of experimental projects in Secondary Schools. We thought we could capitalize this opportunity to activise the Social Studies programme in the Rajalakshmi Mills High School and thus foster among the pupils creativity in thought and action. Accordingly, we decided that it would be better to start with the VIII Standard and hence chose the above theme for project work.

Under the guidance of Sri N. Shanmugam, the planning of the whole project was done conjointly by all the members mentioned above and Sri E. Venkatesalu and Sri B. Seshagiri Rao are in charge of the immediate execution of the project. Since it was required that a brief outline of the Project should be submitted to the Government of India, detailed note was prepared setting out the Aims, Objectives, Procedural Details, Evaluation Plans and Financial Commitments. The project has been approved by the Government of India with a modification that a study of Coimbatore Taluk alone may be undertaken for which purpose a grant of Rs. 1,500 has been given. The project is now under implementation, with a generous 10% contribution from the Management.

As work got started, we felt it would be helpful to other teachers also if all the details originally sent to the Government were published, since it would help others to think and plan on similar lines as also benefit us with valuable comments. Hence we give below the complete note as submitted to the Government of India.

INFORMATION ABOUT THE PROJECT

1. Title of the Project :

The project under review shall be called as "A study of Coimbatore District" in its historical and Geographical perspectives with special reference to the Economic, Social, Cultural, Religious, Educational and Administrative aspects of its growth.

This project will be carried out on a co-operative basis as a joint effort of the students of Standards VIII and IX. They will be divided into several groups, each group being allotted a specific aspect for intensive study. The groups will make use of several sources of information like Reference Reading, Interviews, Field Trips to collect the relevent data under the guidance of the teacher-in-charge of the

project. There will be a final reporting by the several groups and work will be assessed by means of different types of Evaluative Devices listed hereunder.

2. Aims :

(1) To help them understand life in the parts of the world better though on intensive study of their own neighbourhood.
(2) To develop creativity in thought, expression and action.
(3) To provide opportunities for an all round development of the pupils, in respect of their knowledge, attitudes, interest, skills and habits.

3. Objectives :

(1) To make the pupils get a thorough knowledge of the evolution — past and present — of Coimbatore District in its several aspects.
(2) To channelise their individual interests and put them to maximum use for the benefit of the class.
(3) To provide opportunities for the maximum development of latent individual skills and abilities.
(4) To promote in them good habits of team-spirit, co-operation, tolerence, leadership etc., through group work.

4. Procedures :

At first, the several headings under which the study of this topic should be undertaken are listed out and then under each heading the various key concepts are chosen. As a next step, for every key concept, the various possible work items are listed out in order to determine the nature and extent of the work which they would like to execute. The work items shall be determined conjointly by both the teacher and pupils taking into account their interests, abilities and resources available.

Then they will form themselves into groups, each group taking a particular aspect for study. With the guidance of the teachers each group will formulate its plan of attack and after common discussion decide on the several sources of information available for its particular aspect of study, discuss the ways and means of getting at those sources as also fix up the nature of the work to be done by each member of the group in tune with his abilities. As a preliminary measure, all the reference material and aids needed will be gathered by the teacher as well as the pupils to some extent. An attempt will be made to correlate this project with Literature, Art and Mathematics.

The progress of work done by each group will be checked up every week end, i.e. Friday, when work done will be reviewed and suggestions for future lines of action will be given.

Since, much of the information relating to this project can be had through personal contacts, attempts will be made to take the students out on field trips to places connected with the study as also invite eminent persons related to different fields of public life to help them with their first-hand knowledge and experience. But before meeting them, children would decide what questions they would ask him relevant to their area of study.

Since the project under review will involve much time, we intend utilizing a portion of the regular class hours besides out of school hours when the pupils will have much time to devote to this work. The class hours will be utilized for personal supervision and guidance, when the out-of-school hours will be utilized by them to collect information. A time-flow chart will be drawn up and work will proceed according to that chart.

KEY CONCEPTS

1. *Geography* :

(a) Location — (Study of one inch map).
(b) Topography.
(c) Climate — RF & T, Humidity.
(d) Natural Regions.
(e) Crops — Cereals — Commercial, Plantation.

2. *History* :

(a) History of Coimbatore District in ancient Time (Kongu Nadu)—*Sources*—Inscriptions, Coins, Manuscripts, Literature, Historical Records, Government Records, Travellers' Accounts.
(b) History of Coimbatore till 15th century.
(c) History of Coimbatore — in Modern times.

3. *Administration* :

(a) Administration — Methods - in ancient Times (before the advent of the British). (in Coimbatore District).
(b) Administration under British rule.
(c) Administration after Independence.
(d) Municipal and Panchayat administration.
(e) Village Officers — Subordinates.

4. *Health* :

(a) Sanitation facilities in Coimbatore Town and other important Towns.
(b) Diseases prevalent in Coimbatore District.
(c) Hospitals, Nursing Homes.
(d) Water supply, Drainage.
(e) Preventive and Curative Measures.

5. *Education* :

(a) History of the growth of educational facilities in Coimbatore.
(b) Education in ancient times in Coimbatore District.
(c) Educational Institutions in Coimbatore District — Schools, Colleges etc.
(d) Analysis of Educational awakening in the people.
(e) Research Centres.
(f) Education for the handicapped.
(g) Education in the Second Five Year Plan.

6. *Recreation and Entertainment* :

(a) Recreation clubs.
(b) Theatres for Dramas & Cinemas
(c) Music Sabhas.
(d) Dramatic Troupes.
(e) Public Halls.
(f) Parks.

7. *Trade and Commerce* :

(a) Trade in ancient times.
(b) Growth of Commerce in Coimbatore District.
(c) Factors Promoting Trade in Coimbatore District.
(d) Commercial Interests in Coimbatore District.
(e) Trade Agencies.
(f) Banking and Insurance.
(g) Marketing facilities — Shandy fairs, etc.
(h) Ware-housing.

8. *Transport* :

(a) Road Transport—
  (i) Routes — Kinds : Bus and Lorry traffic.
  (ii) Types of Roads and Mileage.
(b) Rail Transport — Routes, Kinds.
(c) Air Transport — Routes, Kinds.
(d) Other modes of Transport used in Coimbatore District.

9. *Communication* :

(a) Methods of Communication in ancient times in Coimbatore District.
(b) Present Means of Communication — Postal system, Telephone, Telegraph, Phonogram in Coimbatore District.

10 *Irrigation* :

(a) Irrigation facilities in ancient times.
(b) Present facilities — Major and Minor Irrigation works.
(c) Modes of Irrigation — Dam, Tank, Bore Well, Canal.
(d) Industry aids Irrigation.

11. *Religion* :

(a) Religious Denominations.
(b) Religious Centres.
(c) Religious festivals.
(d) Religious Customs and Rituals.
(e) Religious organisations.

12. Arts and Architecture :

Fine arts in Coimbatore District :—
Painting — Places where found and Schools.
Sculpture — Places where found and Patterns.
Architecture — Places where found and Types.

13. Industries :

(a) Cottage Industries.
(b) Small Scale Industries.
(c) Heavy Industries.
(d) Factors helping heavy Industry and Small Scale Industries.
(e) Industries and Community Life.
(f) Labour in Industry — Strength and facilities available to them.
(g) Industrial Finance.

14. Community Life :

(a) Different Communities in Coimbatore District.
(b) Customs, Habits and Traditions in the various Communities.
(c) Marriage celebrations.
(d) Income Range, Groups — Ways of Living, Standards of Living.
(e) Folk Songs, Dances, etc.
(f) Costumes of different Communities.

15. Developmental Works :

(a) State of Coimbatore District in 1947.
(b) Schemes under I Five Year Plan.
(c) Schemes under II Five Year Plan.
(d) Schemes under III Five Year Plan.
(e) Block Development Schemes and Extension Schemes.

16. Language and Literature :

(a) Languages spoken in Coimbatore District.
(b) Famous Men of Letters.
(c) Famous Literary Works.

17. Places of Historic and Geographic Interest :

(a) Places of Historic interest.
(b) Places of Geographic Interest.
(c) Literature Connected with them.

18. Labour conditions :

(a) Labour in Heavy Industries.
(b) Labour in S. S. Industries.
(c) Amenities for labour and Social Insurance.
(d) Labour Earnings and Expenditure — Family Budgeting.
(e) Trade Union Movement.

19. Agriculture :

(a) Products — Cereals and Commercial and Plantations.
(b) Farming Practices — Implements, Seeds, Manures, Control of pests.
(c) Agriculture Research — Centre and Provincial.
(d) Co-operative farming.
(e) Living conditions of farmers.
(f) Agricultural holdings.
(g) Marketing Ware-housing.
(h) Agricultural Income Tax and How Agriculture in Coimbatore Contributes to the National prosperity.

20. Forests :

(a) Locations.
(b) Types.
(c) Products.
(d) Conservation.
(e) Administration.
(f) Forest Research and Institutions.

21. Animals :

(a) Types — Wild as well as Domestic.
(b) Training and Taming, Rearing and Breeding.
(c) Uses to which they are put.
(d) Preservation of Wild Life.

22. Plant Life :

(a) Types of Plants.
(b) Plant Research.
(c) Uses to which they are put.
(d) Plant protection.

23. Natural Resources :

(a) Minerals—
Beneath the land surface.
(b) Timber—
Above the land surface.

24. *Housing* :
- (a) Urban and Rural.
- (b) Co-operative House building Societies.
- (c) Housing under the Five Year Plans.
  Low Income Housing and Industrial labourers.
- (d) Types of Houses.
- (e) Housing Materials available.
- (f) House construction Methods — Technical.
- (g) House construction Agencies.
- (h) Industries aiding House Construction.

25. *Personalities* :
- (a) Biographies.
- (b) Pictures of personalities.
- (c) Monuments they have left behind.

26. *Places of Educational Tourist Interest* :
- (a) Educational Institutions.
- (b) Research Stations or Centres.
- (c) Factories.
- (d) Agriculture and Cattlefarms.
- (e) Dams and Channels.
- (f) Shandies.
- (g) Wild Animal Sanctuary — Training Centre for Elephants.

COIMBATORE IN RELATION TO OTHER DISTS. OF MADRAS STATE

27. *Comparative Study* :
- (a) Industry.
- (b) Agriculture.
- (c) Trade — Articles of export and Import.
- (d) Education — Technical and Academic.
- (e) Population including Hill Tribes.
- (f) Transport and Communications.
- (g) Developmental Works.

28. *Population* ·
- (a) Hill Tribes.
- (b) Urban and Rural — Male and Female Distributions.
- (c) Occupational Distribution (Urban and Rural) (G. and T. War).
- (d) Study of Population growth — General and Taluk War.
- (e) Family Planning.

29. *Research Centres*
- (a) Agriculture
- (b) Industry.
- (c) Education.

30. *Social Welfare* :
- (a) Women.
- (b) Children.
- (c) Disabled and Destitutes.
- (d) Social Welfare Agencies.

31. *Law & Order and Defence* :
- (a) Defence Establishments.
- (b) Police — Departmental set-up.
- (c) Judicial administration.

5. EVALUATION :

Besides the periodical weekly check up of progress of work on the project, there will be a final evaluation. Even as the project is under way many opportunities that will come up naturally shall be utilized to assess the behavioural changes in the students — viz. their attitudes towards work, team-spirit, leadership, willingness to co-operate and tolerate their views, abi-

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lity for sustained work — physical and mental (mutual) adaptation, their manipulative and managerial qualities. The teacher will maintain an anecdotal record of the pupils and formulate rating scales to evaluate the pupils performance and attitude.

To assess the individual as well as collective progress, every student will be required to have a progress card on a self-evaluation basis. Each group leader shall have a progress chart for his group. The teacher too shall maintain records for each student and group.

All the groups shall present their final reports in the reporting session, in various ways using Audio-Visual aids also, like Reading a Report, Panel Discussion, Filmstrip Commentary, Posters Display, Material Collections, Models, etc.

They shall be given an Evaluation Blank wherein they shall be asked to state how far they think they have been able to accomplish their objectives, how far they have been able to make any appreciable addition or alterations to their store of concepts and above all how far they think the project has been responsible for any conscious behavioural changes in them. They would also be asked to point out the strengths and weaknesses in the execution of the same as well as suggestions.

The teacher on his part shall evaluate growth in the knowledge content of his pupils through a battery of tests—achievement, Skill, Attitude, etc. using teacher-made tests as adapted to the project under review involving variations of Picture Composition tests, Machanical ability tests, Vocabulary growth tests.

Besides evaluating the progress of the pupils, the teacher shall also assess his own personality growth in terms of knowledge and attitudes — i.e. how far the implementation of the project has helped his internal and external development.

As per our state syllabus in social studies, the pupils are expected to make a detailed study of the Regional Geography of India in the VIII Standard and Economic Geography of India in the IX Standard, this type of extensive and intensive study of several aspects of a limited area, especially his own district, in an integrated way will not only develop in them an eagerness to know more about other regions in the same way, but also help them learn social studies in an integrated manner. To sum up, this venture will no doubt help the exploitation of their latent talents and the exploration of new avenues of creativity by them.

6. Financial Commitments :

			Rs.
(a)	Reference Books	..	750
(b)	Other Books	..	500
(c)	Visit to places for gathering information etc.	..	1,200
(d)	Maps and Charts	..	200
(e)	Cost of photographic materials	..	250
(f)	Stationery, materials for preparing charts, models, albums, filmstrips, slides etc.	..	1,000
(g)	Collection of coins, specimen and cost of preservation	..	500
(h)	Printing of reports	..	500
(i)	Contingencies (Postage etc.)	..	100
	Total	..	5,000

51st STATE EDUCATIONAL CONFERENCE, TIRUCHIRAPALLI

2nd Week of May 1961

Delegation fee—Rupee One (payable to the Union). Associations are requested to send definite information as to the number of delegates requiring Boarding and Lodging arrangements.

DAILY RECORD OF A CASE HISTORY

S. JAGANNATHAN, Saidapet.

(Continued from previous issue)

M. D.

10— 1 Evidence of growth of speech. Meddles with dinner plates .. Throws about rice .. But takes in only a few particles.

10— 2 When called by name comes out (peeps out) from the corner or room and looks at the father or mother.
Comes to the edge of the pial. Does not leap forward.

10— 3 Very desirous of going into the street side by crossing the doorways. In his eagerness to go out does not leave the father's hold, even though mother and others tempt him to take him in arms. Imitating protruding tongue, making sounds.
Gets hold of coloured wool hanging from front of head and pulls it. Passes his hands about the head for finding the string.

10— 4 Wakes up in the morning as on yesterday. Raises hands to the light and tries to get at it. Likes to be left free on the floor. Sits under the cot. Always carries 2 pencils one on each hand.
Takes a lid and raises it straight over his head. Takes a string — stretches it by holding each end by his hands — raises the string — brings it to the back and let go of the hold.
Responds to call by name 'சும்' signifying 'yes'.

10— 5 Walks along the edge of the raised pavement at the back-yard by holding the edge with hands.
Soon after we say வா வா, காட்டு raises his eyes towards the sky for the moon.

M. D.

நம்ஙை, நம்ஙை — New baby talk repeated this day. Difficult to put baby talk in Tamil alphabet. The short hand talk into long hand alphabet. Looks at the moon through the mirror and licks the mirror.

10— 6 Looks for the mother when he woke up at 2-30 at night. Not well, cold, cough and fever — Perspiration.
After. feeding goes about and keeps active.

10— 7 Wakes up sister early morning.

10— 8 -do.- Holds bench even though high and stands up, holds pillars and stands up. Goes very fast, when we say பிடி, பிடி Searches for mother in room and outside.

10— 9 Goes up 5 or 6 steps in a staircase — Plays with children under a light — Looks for brothers and sisters in their absence from home — Is pleased to see them back from school — Feels the loneliness and separation during part of the day.
மண்டி போட்டு உட்கார் in evidence — (Knees bent and legs back) one more tooth-lower row left side — 7th.

10—10 Is delighted in sitting on the rocking horse and being dragged. Laughs at the play. Does not cry when father goes to school with coat and turban on. But when with a shirt on wants to accompany for an outing.
Pushes saliva through teeth as if spitting and making a new sound.

10—11 While sitting below cot, looks over head and sees the full

M.	D.
	plank — covers face for hide and seek in imitation of father. Some new sounds and cooings- டக் டக் Hitting the tongue against the palate. Repeats it after immediately, while getting off, the hold of the cot, manages to get an iron rod underneath for support (now felt for the first time) while coming down to the floor. A new feature in self-discovery.
10—12	Imitates whistling — Not through the whistle — Has the whistle but sounds with mouth. Imitates டக் though by a stranger.
10—13	To and from beach by train. Puts on a cross face and cries when frightened. Cries when the dragging of the horse is stopped. Licks the mirror by prostrating on the floor. Takes the ribbon on to the head — Tries standing with all props available. (cycle wheel, pedal, bench, chair, pillar) ஜே ஜே, ஜா— A new sound. இம் இம்— quick and short, signifying 'No'. 'I won't—very definite, clear. Bites lips and makes deliberate sounds b ba- Takes care to come down slowly from standing position, by bending knee — and not abruptly as previously. Goes about the cradle — comes and stretches in full by mother's side — Repeats this.
10—14	Stands and sits very quickly by holding the window bars. Much of physical and speech activity — Persistance to hold in his own way cycle — crying when a pencil is forcibly taken away by brother.
10—15	Beats a plate with spoon as if beating a drum in imitation — Looks at pictures moving in a box. Laughs with pleasure. Makes facial contortions when sugar and rice is given for eating — Perceptible signs of anger through cry. Spits when asked — Shows head — crosses the legs of 3 benches while going underneath them. Looks into pocket and pulls out pen or pencil — Pulls out grass from the step in the street. Laughs heartily while raised upward and brought down in great speed. Raises pencil overhead each hand holding one end of pencil — One of the hand getting lose after.
10—16	கோவிந்தா, கோவிந்தா — raising hands with fingers clasped overhead — while we stand, goes between our legs — Looks closely at the face. While saying வொட வொட — Removes the sandal stone when covered over a familiar pit on floor. (just placed to cover from sight).
10—17	Beats டம்ளர் with உத்தரணி as if beating a drum. When touching water under milk safe looks at parents whether they notice him — when told not to touch comes — but again runs there. Looks at the rolling ruler and runs to father. Thereafter rolls it himself. Desire to play with dog and touch it — Feels its tail. Takes hold of the handle of the trunk — gets off hold and makes noise — Repeats, stands close to wall, catches hold of hanging calender — says பாபா in imitation — pulls and tears a part.
10—18	Stands supporting himself with one hand near the screen. Holds tumbler with mouth, covers face and makes noise in the tumbler — Reaches things on cot by raising legs and stretching hand. Holds rod with one hand and stands up with a toy cart in the

M. D.

other hand — Not fully active in presence of new comers. Rolls tiffin carrier on floor making noise — opens by repeated knocking on floor. Closes and opens the venetian door and looks through the openings. Eats plantains in small particles. (fruit).

10—19 Eats plantains — Turbulent while bathing — (also noticed for a fortnight and more). Shows signs of fear at the sight of a paper chain runs to father — But while on father's laps does not exhibit that fear. Wants mother to sing cradle song, while being put to bed in the cradle—Says லொள, லொள reminding mother for a song — Looks at mother while striking urinated water. Also when taking particles of sand at the father who is near — let these go while told to do so. Lets others know of his presence at the chest of drawers by a sound — அம்மா, அப்பா, வாய்ப் புலம்புதல் — got his

M. D.

tongue injured while biting a stone mortar.

10—20 Shows signs of fear while the brass pot in which he is placed is shaky. Says வித்தே வித்தே while doing something new. Does not show any kind of distaste or dislike by facial contortion while biting and tasting a mango kernel — Was tasting this from 5 to 10 minutes. Runs at Castor oil changu (பாலடை) இக்கா, இக்கா, தபலே தபலே. If he cannot reach a thing in sitting posture stands up supporting himself and then raises hands to reach a balloon. By train to George Town — Beach. Starts crying and feels uneasy when the train stops. In motion is all right — Is afraid of the waves and the large expanse of sea water. While put to cradle, wants mother to start singing. He leads லொள லொள...........யி.

(To be continued)

(M — Month D — Day)

AN AMERICAN DISCIPLE OF GANDHI

By JOHN T. REID,
Cultural Attache, American Embassy.

One of the most convincing proofs of the universal appeal of Gandhi's personality and philosophy is the varied international group of disciples whom he attracted like a magnet. They differed widely in their origin and professions : Romain Rolland, a world-famous French man of letters ; C. F. Andrews, an English missionary ; Vincent Sheean, a maverick and a highly original American journalist ; Mira Behn, a proper young Englishwoman ; Louis Fischer, a seasoned and sophisticated American writer who was considered a specialist on Russian affairs. The element they shared in common, I believe, was a search for simplicity and honesty in a world of conflicting and ambiguous turmoil, a search that led them inevitably to Mahatma Gandhi.

In America, Gandhi and his ideals made a persuasive impression on a great many seekers after truth, who have seen him as a wise and exemplary prophet. There are many reasons why this has been true, of course, but if you examine the facts I think

that you will find that an American Christian minister named John Haynes Holmes has been, more than any other person, responsible for the understanding of and reverence for Gandhi which is widespread in the United States today.

Holmes was born in 1879 and grew up in New England. He graduated from Harvard University and studied theology at the Harvard Divinity School. Like so many other solid New Englanders, including Ralph Waldo Emerson, he became a Unitarian minister. Unitarians, members of a Christian sect, are inclined to be serious men, not dogmatic, and full of the desire to do good work. Probably this desire led him to be one of the founders of the American Civil Liberties Union and of the National Association for the Advancement of Coloured People, both of which have been vital liberal forces in American life. In 1919 he became independent from his fellow Unitarians and founded a non-sectarian Community Church in New York, of which he was the leader for twenty years.

It was at about this time that he first read about Gandhi in the pages of an English magazine. The Indian's non-violent resistance campaign in South Africa made a deep and lasting impression on the American liberal. Later Holmes wrote:

> " Gandhi came into my life. At the moment I most needed him, I discovered there was such a man. He was living in the faith I had sought. He was making it work and proving it right. He was everything I believed but hardly dared to hope. He was a dream come true. "

In 1902 in London Holmes met Henry Polak, an early associate of Gandhi, and from him and from other sources he began to learn more of the great Indian leader. That same year he preached a sermon, " Who is the Greatest Man in the World ", in which he extolled the virtues of Gandhi. This and subsequent writings by Holmes about the saintly Indian became widely known in America. Gandhi's autobiography was first published in America in *Unity*, a magazine edited by Dr. Holmes. C. F. Andrews said that Holmes was " the very first to make the name of Gandhi known and loved in America. What Romain Rolland has done in Europe, he himself has accomplished in the New World. "

Dr. Holmes did not meet the Mahatma in person until 1931, but, as he said, he carried Gandhi in his heart through long periods of time. During his life, he made an extensive collection of books by and about Gandhi, which now forms a part of the Harvard University Library. In 1947, no longer a young man, he was invited under the auspices of the Watumull Foundation to be Tagore Memorial Professor at Banaras Hindu University, where he was awarded the Litt. D. degree. Some of my readers will doubtless remember the lectures which he gave in many parts of India. During this trip he saw Gandhi for the last time.

Dr. Holmes was the author of many books on religion and social subjects, but he will be best remembered for a brief, tender volume entitled *My Gandhi*, in which he recorded in moving language the spiritual nourishment which Gandhi gave to an American disciple.—USIS.

FACTS AND FIGURES (U.S.A.)

Pupils enrolled in public elementary and secondary schools ..	36,305,104
Teachers employed in the above schools ..	1,409,995

Ratio—one Teacher to each 26 pupils.

35th ALL INDIA EDUCATIONAL CONFERENCE, KANPUR

SOME RESOLUTIONS PASSED AT THE GENERAL AND SECTIONAL CONFERENCES

This conference views with concern that a number of educational institutions are being run on commercial lines to the detriment of academic standards and requests Governments of the States to investigate the working of such institutions and to take measures to promote academic efficiency.

This conference is happy to note that the AIFEA has been given the right to nominate its representative to the All India Council for Secondary Education. It requests Government to provide for representation of the AIFEA on all Educational Bodies and Commissions set up by the Union Government. It also urges upon Governments of the States to give similar representation to the Teachers Organisations on the State level and recognise the State units affiliated to the AIFEA as accredited Associations for the purpose.

During the third Five-Year Plan, children between the age of 6-11 will be brought under the compulsory and free education scheme with the ultimate aim of extending the age limit to 14. In the interim period children who come out of school at 11 and are unable to secure admission for further education will be left without any educational influence at a tender age. Therefore this conference is of opinion that compulsory education, should be given in an unbroken period from 6-14 so that at 14, children can leave school and be engaged in some apprenticeship or gainful employment.

This conference views with grave concern the practice of certain managements of educational institutions of paying lower salaries and allowances to teachers and taking receipts for higher amounts. While the conference calls upon teachers not to be a party to such practices, it urges upon the Union and State Governments to enact suitable legislation to make this practice a penal offence with severe penalty attached to it.

Social security for primary teachers : This conference regrets to note that in spite of two plans, no guarantee for ensuring adequate living standards for the primary teachers and measures necessary for their social security have been taken. This conference feels that provision of pay and social security benefits in terms at least commensurate with other Government servants in similar occupations for all primary teachers are absolutely necessary in the interest of the future of the country.

This conference therefore, reiterates its earlier recommendation to the authorities for the following measures (a) benefits of provident fund at the Central Government Rate, (b) provisions for free education of children at all stages, (c) provision of superannuation scheme of pension and gratuity, (d) Free Life Insurance scheme for a reasonable amount as a security against untimely deaths and accidental hazards, (e) Fixation of retiring age at sixty five years.

Franchise for primary teachers : This conference notes with regret that the primary teachers have been denied their rightful franchise in spite of repeated representations for electing members to State Upper Houses except in the State of Jammu and Kashmir, and therefore urges upon the Central Government to make provisions for such franchise for the next election so that they may along with the other teachers exercise their rights so long denied to them,

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ALL INDIA FEDERATION OF EDUCATIONAL ASSNS.

BRIEF HISTORY & APPEAL

Foundation

The AIFEA was founded in 1925 as a central organisation of the teaching profession in India. It affiliates teachers' associations and other organisations working in the field of education.

Affiliated Associations

There are 51 associations affiliated to the AIFEA. These include national associations of various catagories of teachers and State and Regional Associations.

Membership

The present membership of the AIFEA stands at approximately 400,000.

Conferences

The AIFEA holds an Annual All India Education Conference in the last week of December. Thirty-five such Conferences have been held so far. Two All Asia Conferences were held by the AIFEA.

Committees and Sections

The AIFEA has 19 sections for dealing with various aspects and types of education. These sections study problems regarding their particular aspect of education.

AIFEA appoints special committees for the study of special problems.

Publications

The AIFEA publishes a monthly News Bulletin. From January 1961 it publishes a monthly Journal of Education entitled 'Indian Education'.

Role of the AIFEA

The AIFEA is the only organisation which brings together on one platform teachers and educationists of all castes, creeds, languages, States and political colours to discuss the fundamental issue of education and its various aspects.

The AIFEA has for the last 35 years consistently endeavoured to promote the cause of education and teachers in India.

Relations with WCOTP

The AIFEA has been affiliated to the WCOTP ever since the establishment of the latter organization. The late Dr. Amarnath Jha, President of the AIFEA (1942-1955) was a member of the Executive Committee of the WCOTP.

Mrs. Yamunabai Hirlekar, member of the AIFEA Executive, attended the Oslo Assembly of the WCOTP. The present President of the AIFEA, Professor D. C. Sharma, Vice-President Shri S. Natarajan, the General Secretary Mr. D. H. Sahasrabuddhe, the Joint Secretary Mr. A. P. Khattry, Shri B. R. Desai, Member, Executive, have also attended the WCOTP's Assemblies.

Prof. D. C. Sharma is the Chairman of the WCOTP Specialized Committee on Rural Education.

Mr. S. Natarajan, Vice-President, AIFEA is currently the Vice-President of WCOTP and Chairman of its Asia Committee.

Thus, AIFEA has had very close relations with WCOTP ever since its establishment.

Relations with other International Associations

Various national associations of Scotland, England, USSR, Ireland, Canada, Japan, Indonesia, New Zealand and others maintain fraternal relations with AIFEA.

Activities

The AIFEA has influenced education in India by creating public opinion in support of a sound policy and programme for education. Its Salary Fixation Committee has done valuable work in influencing the Government of India to improve the salaries of teachers.

Relations with UNESCO

The AIFEA is represented by three of its members on the Indian National Commission for co-operation with UNESCO.

Invitation to WCOTP 1961 Assembly

The All India Federation of Educational Associations extended an invitation to the WCOTP to hold its Annual Assembly for 1961 in New Delhi. The invitation has been accepted.

The WCOTP Assembly will be held in the Vigyan Bhawan, New Delhi, from July 25—Aug. 7, 1961. The arrangements required for this Conference need a considerable amount of money for the hire of accommodation, transportation, subsidy towards hotel expenses, educational exhibition, excursions, social and cultural programmes etc. In addition expense has to be incurred for secretarial assistance, documentation, interpretation and office equipment and material. It is estimated that the total cost of holding this Assembly will be in the neighbourhood of Rs. 200,000. The AIFEA has appointed a Host Committee for the Assembly. One of the main functions of the Committee is to raise a substantial part of the total estimated expenditure.

In order to raise funds for holding the WCOTP 1961 Assembly, the AIFEA appeals to all its members, schools, colleges, education societies, local associations, universities, state associations of teachers and donors and patrons to come forward and help the Federation financially.

The rates of membership fees are as follows :

(a) AIFEA Council members, individual members and others who wish to be enrolled as members of the Host Committee of the Conference : Rs. 10.

(b) Institutions like schools, colleges, Education Societies, local associations : Rs. 25.

(c) Institutions like Universities, State Associations of teachers : Rs. 100.

(d) Donor : Rs. 250.

(e) Patrons : Rs. 1000 and above.

Some Decisions

It was resolved that all members of the AIFEA Council should be requested to become first members of the AIFEA Host Committee by paying Rs. 10.00.

It was decided that every delegate will pay Rs. 10.00 and every observer will pay Rs. 5.00 as his subscription to the AIFEA Host Committee. It was further resolved to request all affiliated Associations to become members of the AIFEA Host Committee as per description above.

The AIFEA has already approached the Government of India for a substantial grant for the holding of the Assembly. It was further resolved to approach the States Governments, the Universities and the Boards of Secondary Education in India for grants.

Delegates and Observers of the AIFEA

The AIFEA has a quota of 50 delegates to attend the WCOTP Assembly. It was resolved that each of the affiliated Associations should be given one delegate and at the most three observers to attend the WCOTP Assembly. Taking into consideration that the period during which the Assembly is going to be held is a period during which all educational institutions in India will be working, it was resolved to request all our Associations to inform the AIFEA Host Committee well in advance whether it will be possible for them to send its full quota of delegate and its reserves to attend the Assembly. It was further resolved that the AIFEA President will nominate a few delegates and observers from amongst those who have been very closely associated with the AIFEA.

Request

Please enrol your Association, your institution and yourself as members of the AIFEA Host Committee. Please send your contribution in the name of 'The AIFEA Host Committee for the WCOTP Assembly, New Delhi' at your earliest and oblige.

(Issued by D. H. Sahasrabuddhe, General Secretary, All India Federation of Educational Associations, Nagpur.

Address : Dharampeth, Nagpur, Telephone 4180, Telegram : Education Nagpur).

NEWS AND NOTES

THE ASSOCIATION OF THE HEADMASTERS AND HEADMISTRESSES OF THE SECONDARY SCHOOLS, MADURAI DISTRICT

The General Body meeting of the above association was held on 28-1-'61 at 5-30 P.M. in the premises of the Sourashtra Secondary School, Mainguard, Madurai-1. Miss M. Devaraj, B.A., M.Ed., Headmistress, O. C. P. M. High School for Girls, Madurai, presided.

RESOLUTIONS

1. To request the Department not to include portions from Social Studies and General Science done in IX Standard (New) for the S.S.L.C. Public Examination to be held from March, 1962 onwards.
2. To request the Department to permit to appoint one Tutor for every five sections in the High School level and one Tutor for every ten sections in the Middle School level for Tamil classes.

Resolutions were also passed to send congratulatory messages to Sri N. D. Sundaravadivelu, Director of Public Instruction, Madras and Sri M. Arunachalam, M.A., L.T., President of the Association. With a vote of thanks proposed by Sri P. Sundaresan, B.A., L.T., Headmaster, Madurai Ariya Vaisya Manjaputhur Mahajana High School, Madurai, the meeting came to an end.

RAO BAHADUR CALAVALA CUNNAN CHETTY'S HINDU HIGH SCHOOL, TRIVELLORE

The Donor's Day was celebrated at Sri Krishna Talkies, Trivellore at 4 P.M. on 23-12-1960. After prayer by the girl pupils and after welcome by Sri C. Ethiraj, B.Com., Hon. Correspondent of the school, commemoration verses in honour of late Sri Calavala Cunnan Chetty, were read in Tamil and Telugu by the teachers. The Annual Report for the year 1959-60 was read by the Headmaster, Sri N. Appalaraju, B.A., B.Ed., Sri P. Venkataswamy, B.A., B.L., a member of the Board of Trustees of the Management delivered the commemoration address.

The President Sri A. Padmanaban, I.A.S., Sub-Collector, Trivellore in his presidential speech paid a glowing tribute to the Donor for his munificent endowment left for various charitable institutions. He referred to the keen interest taken by the Hon. Correspondent and other members of this Institution. He wished a very bright future for the rising Institution. He distributed the prizes to the pupils for the General Proficiency for the year 1959-60.

NATIONAL COLLEGE HIGH SCHOOL, TRICHY

The Scouts of the National High School, Trichy, rendered service during the Mandalabhishekam of the Kamakshi Amman Temple at the West Bouleward Road.

They also rendered service when His Holiness Kanchi Kamakotipeetam Sri Sankaracharya Swamigal paid a visit to the National High School and addressed a gathering.

On the Republic Day, celebrations were held when our Hon'ble Minister for Law and Order took the chair and unfurled the National Flag.

In the variety entertainments held in the evening, the scouts of the National High School, took part and engaged the people with their five items (i.e.) (1) Welcome, (2) Silent Music, (3) Boat Song, (4) Modern Physical Education and (5) Jai Hind.

The scouts were given training in the above said items by M/s. T. S. Sundararajan and N. Sundaram, Scout Masters of the National High School, Tiruchi and had the appreciation of the thousands of people.

30 Scouts and 3 Scouters of the Sesha Iyengar Scout Troop conducted one-day camp at Sri Rajagopal Pillai Tope near Uthamar Koil on 26-2-'61. Sri T. S. Sundararajan conducted and Sri S. Ananthanarayanan, Sri N. Sundaram assisted.

Lord Baden Powel Day was celebrated on 22nd February 1961 in the premises of the National College High School, under the presidentship of Janab Mohamed Habib, District Educational Officer, Tiruchy. Sri R. Sundaram A.D.C.(S) gave a talk on Baden Powel. Smt. Rama Devi A.D.C.(G) proposed a vote of thanks after a variety entertainment.

MADRAS TEACHERS' WORKSHOP

Madras — The teachers' workshop — an idea largely popularised by American educators in this country — was given a further fillip by the visit of Dr. Daniel A. Prescott recently to several centres including Madras.

Dr. Prescott, director of the University of Maryland's Institute of Child Study, is a noted American authority on classroom techniques. Accompanied by his wife, who is also a child study specialist, Dr. Prescott participated in teachers' workshops in Hyderabad, Bangalore, and Madras.

Closely observing and participating in the audio-visual workshop organised at the Teachers' College, Saidapet (Madras), Dr. Prescott found it an outstanding success. He said he was greatly impressed by the genuine interest and enthusiasm of the participants, some 30 teachers of science and social studies in city secondary schools. "They were eager to learn and work continually at the task, even on Sunday too. This shows a very fine professional attitude," Dr. Prescott said.

Besides, he noted, the teachers not only talked about making things but produced interesting material for classroom use. The exhibits thus produced filled two large rooms, he said. He was equally impressed with the low cost of the material produced for classroom use ; for instance, a telegraph transmitting and receiving set was produced at a cost of three annas.

Another factor which made for the effectiveness of the workshop was the relaxed atmosphere, Dr. Prescott said. This was largely made possible by the efforts of Mr. M. R. Perumal Mudaliar, Principal of the Teachers' College, and Mr. S. Ramalingam, Co-ordinator of Extension Services of the college.

During two sessions of the workshop Dr. Prescott discussed the psychology that underlies the use of audio-visual aids. Such aids to teaching, he said, will provide a direct experience to children who are allowed to manipulate them and, thus, prove the best way of learning through participation. Also, they help to build a bridge from their earlier experiences to the subject to be taught.

Regarding the American educator's participation, Mr. Ramalingam, who was in charge of the workshop, said the Madras teachers were afforded thereby a glimpse into the new trends in the psychology of teaching.

In this connexion, Mr. Ramalingam said the film *Helping Teachers to Understand Children,* which Dr. Prescott helped prepare, is in wide use among teachers in Madras.

Dr. Prescott addressed some 500 teacher-trainees in the Madras colleges and faculty members of these colleges in separate sessions during his four-day visit.

Visiting a few higher elementary schools on the outskirts of Madras to observe the extent of community participation in schools, Dr. Prescott said such a programme will advance the cause of education in a significant manner.

Besides helping the schools in terms of lunch for poor children and equipment and building projects, the programme will ensure the backing of the local people in the whole sphere of education, he said.

Planning to write magazine articles on this project on his return to America, Dr. Prescott said : "The programme is so unique and so effective that people in the U.S. should know about it."

He was introduced to the programme by Mr. C. Subramaniam, Minister for Education, Madras State, during the All-India Educational Conference at Kanpur, where Dr. Prescott gave the

Sheshadri Memorial Lectures. Madras State, which has pioneered the scheme, has community participation in 26,500 out of the 27,000 elementary schools. A million children, one-third of all school-going youngsters, are given lunch at school as a result.

The Prescotts, who are visiting India for the first time on this present tour sponsored by the U.S. State Department, find the people extremely friendly, tolerant, and hospitable, and "each region different and entrancingly interesting."—USIS.

OUR BOOKSHELF

YEAR-BOOK OF THE UNITED NATIONS, 1959. Price £ 4.10sh.

Produced by the United Nations Office of Public Information and published by the Columbia University Press in collaboration with the United Nations, the 660-page volume gives a concise and authoritative account of the main activities of the Organization, the United Nations specialized agencies and the International Atomic Energy Agency during 1959.

"Besides proving a valuable reference source, the year book serves to promote informed understanding of the role which the United Nations has played, and can play, as an instrument for organized international co-operation."

Besides giving a narrative account of major United Nations proceedings, the 1959 *Year-book*, which is fully indexed, contains a detailed bibliography of documents and texts of resolutions for each subject dealt with.

The book includes two colored inserts —one a chart of flags of UN member states, the other a map showing UN member states, trust territories and non-self governing territories.

The book is available, in Madras, from Messrs. Orient Longmans and Messrs. P. Varadachari and Co., who are the sale agents of the United Nations Publication.

READING READINESS CHART: By F. J. Schonell. Price 5d. plus 1d. purchase tax. (Oliver and Boyd Ltd., Edinburgh-1).

This chart prepared according to the notes given in the Psychology and Teaching of Reading reviewed in the February issue of this journal will be found very useful by teachers in the reading abilities of pupils. It has following heads on the tabular form:—

1. Manual level. 2. Reading Readiness abilities. 3. Estimate of experimental background. 4. Extent and Quality of Play with other children. 5. Ability to listen what is read. 6. Extent of vocubulary and talk with others. 7. Attitude towards books-printed words. 8. Social and emotional attitudes. 9. Physical equipment. 10. Recommendations. 11. Further progress.

Receipt of the following is thankfully acknowledged.

1. The Mahabharata in Tamil: By M. S. H. Thompson. (Pamphlet containing reprint from the Journal of the Royal Asiatic Society, October 1960).
2. Commonwealth Today — No. 80 featuring Farnborough Air Shows, Britain's research for Industry, Frontier Doctor, Rugby in the Commonwealth.

61st BIRTHDAY CELEBRATIONS

The Union will be celebrating the 61st Birthday of Sri S. Natarajan, B.A., L.T., M.L.C., shortly.

MEETING OF THE EXECUTIVE BOARD

The Executive will meet on 8-4-1961 at 11 a.m. at the office of the Union.

OUR LETTER BOX

DEPARTMENTAL AUDIT IN SECONDARY SCHOOLS

Sir,

I am one of those who welcomed the Departmental Audit introduced some years back as the public funds are wasted at the whims and fancies of some private managements. Till that time the financial statements of schools were prepared by the private auditors and the grant was assessed on the basis of their statements.

No proper accounts were maintained by the managements. The Day Books were written monthly once and the entries in the Term Fee Register were made by the Writers at their leisure hours. Proper vouchers were also not maintained for the payments made.

On the contrary, after the introduction of departmental audit the private managements are forced to have uniform account books and several fresh registers and forms are introduced with many declarations and certificates. Every year an Auditor with his assistants audits the school accounts thoroughly for about six days in a school having a strength below 1000. All the registers and accounts prescribed by the department have to be produced to them. After careful checking and taking proper notes they leave the schools. In due course the schools get copy of the Audit Reports and grants are assessed for such schools on the basis of the Audit Remarks.

Preparation of detailed statements of accounts was indeed necessary when the departmental audit was not introduced as the grants were assessed by the Director of Public Instruction on the basis of the statements prepared by the private auditors. It is a surprise to note even after careful personal checking of accounts for about a week detailed particulars of account datewar as well as itemwar (which was not in force previously) and with details as found in the vouchers for whole of the financial year have to be prepared. To prepare such big statements in triplicate the Clerk has to work for more than 20 days if he is an experienced hand or it will take a couple of months for an inexperienced Clerk. The High Schools are not allowed to purchase a typewriter and also to appoint a Typist in this twentieth century. But the statements have to be submitted to the Department and to the Auditors neatly fair-copied in latest forms, Otherwise the school has to get a black mark or to forego some grant. The last day for submission of the financial statements to the District Educational Officer is 31st May, but the instructions for preparation with changes will reach the school in the 3rd or last week of that month.

The volume of office work has increased enormously due to this introduction of departmental audit, Bifurcated courses, N.C.C., A.C.C. and different kinds of fee concessions with different forms and rules and regulations changing often. One year one Auditor says one thing and another Auditor says another thing in the subsequent year. Clarification if any requested from the department will reach the schools after some months and even after some years in some cases.

There is no Audit code. The person who has to face all these difficulties is the poor clerk who has to work to earn his bread by satisfying the management, Headmaster, staff, children, parents and department. He has no security of service. There is no agreement between him and the management.

In the interest of the clerks working in aided management schools, I appeal through your Journal for an early remedy of the following.

(a) Appointment of Additional Clerk in secondary schools for Type work.

(b) To introduce an Audit Code.

(c) To have security of service and pension.

R. PANDURANGAN,
Ex-Secretary,
Secondary School Clerks' Assn.
Rajapalayam.